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ABSTRACT

Intended for preservice and inservice educators of secondary school reading teachers, this index provides references to the following topics: the reading process, psychology and reading, student evaluation, reading materials, reading programs, reading personnel and resources, reading skills, reading in the content areas, reading interests and motivations, secondary school reading, and remediation. Information on each reference includes (1) the general topic, (2) a number indicating the text referred to, (3) the chapter in the text dealing with the topic, (4) the title of the chapter, and (5) the number of pages in the chapter. (HOD)

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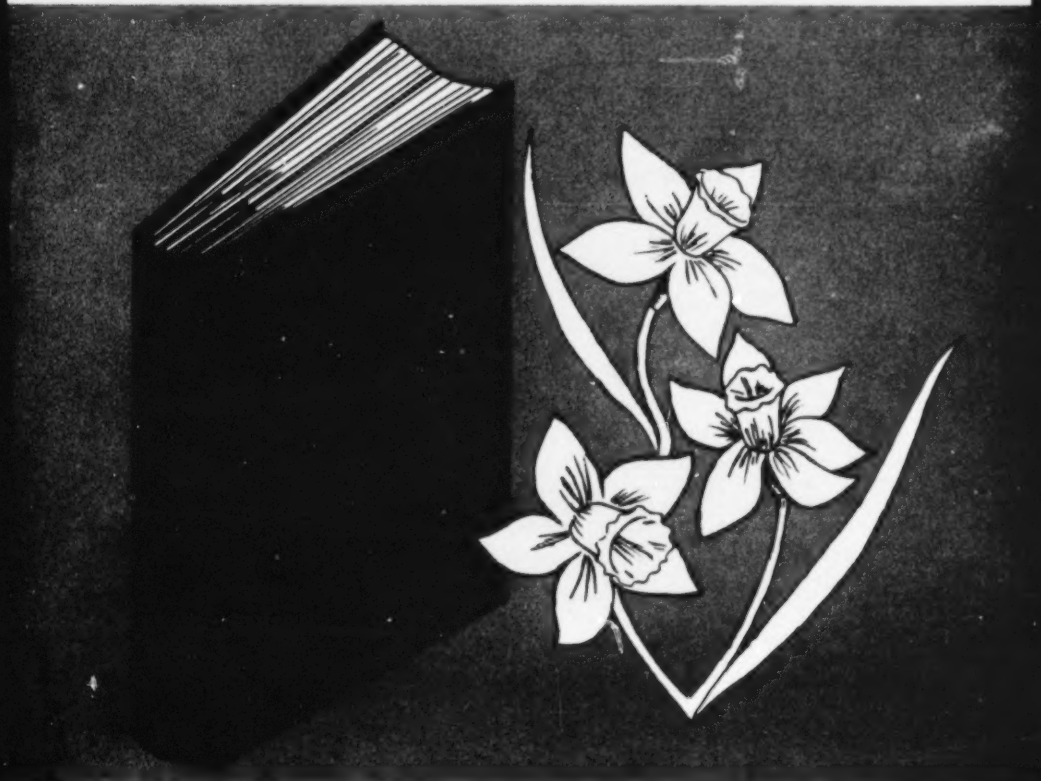

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An Information Index to Twenty Recent Secondary Reading Textbooks

Dr. Sheilah Allen

The past decade has witnessed the production of a plethora of texts designed for the secondary reading market. As a result of state certification requirements, courses in teaching reading for secondary teachers have multiplied; thus the need for texts to accompany a syllabus focusing on content area reading skills. For the educator of preservice or inservice teachers, it would be helpful to have a quick overview of a sample of the available references. Also, it would be interesting to compare recent and earlier editions of texts.

Originally, the scope of this enterprise was a content analysis of a random sample of secondary reading texts, a selection of two per year. However, textbook production was sporadic, with 1978 apparently a key year. Therefore, twenty texts were selected including four second editions. No attempt was made to analyze textual features such as organization, typography, style, etc. Nor was an analysis done of citations. Rather topics were identified to develop an indexing system as follows:

I. Reading Process
II. Students
    A. Psychology
    B. Measurement, evaluation, diagnosis
III. Materials
    A. General
    B. Readability
IV. Reading Programs
V. Reading Personnel and Resources

VI. Reading Skills
   A. General
   B. Comprehension
   C. Vocabulary
   D. Study Skills
   E. Rate

VII. Reading in the Content Areas
   A. General
   B. Language Arts
   C. Social Studies
   D. Mathematics
   E. Science
   F. Industrial Arts and Home Economics
   G. Others

VIII. Reading Interests and Motivations

IX. Secondary Reading

X. Remediation

References were categorized within this framework using a format to provide:
1. a general topic - e.g. Reading Programs
2. a number indicating the text referred to - (1) is Allington and Strange.
3. the chapter in the text dealing with the topic - 10
4. the title of the chapter - "Differentiating instruction"
5. the number of pages in the chapter - 215-236.

References

1. Allington, Richard and Strange, Michael. **Learning Through Reading in the Content Areas**. Lexington, Mass.: D.C. Heath and Company, 1980.

2. Brunner, Joseph F. and Campbell, John J. **Participating in Secondary Reading**. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1978.

3. Burmeister, Lou E. **Reading Strategies for Secondary Teachers**. Reading, Mass.: Addison Wesley Publishing Co., 1974.

4. Burmeister, Lou E. **Reading Strategies for Middle and Secondary School Teachers**. Second Edition. Reading, Mass.: Addison Wesley Publishing Co., 1978.

5. Estes, Thomas H. and Vaughan, Joseph L., Jr. **Reading and Learning in the Content Classroom**. Boston: Allyn and Bacon, Inc., 1978.

6. Forgan, Harry W. and Mangrum, Charles T. **Teaching Content Area Reading Skills**. Columbus, Ohio: Charles E. Merrill Co., 1976.

7. Hafner, Lawrence E. **Developmental Reading in Middle and Secondary Schools: Foundation, Strategies, and Skills for Teaching**. New York: MacMillan Publishing Co., 1977.

8. Herber, Harold L. **Teaching Reading in Content Areas**. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.

9. Hill, Walter R. **Secondary School Reading: Process, Program, Procedure.** Boston: Allyn and Bacon, Inc., 1979.

10. Karlin, Robert. **Teaching Reading in High School.** Second Edition. New York: Bobbs-Merrill Co., 1972.

11. Lamberg, Walter J. and Lamb, Charles E. **Reading Instruction in the Content Areas.** Chicago: Rand McNally College Publishing Company, 1980.

12. Miller, Wilma. **Teaching Reading in the Secondary School.** Springfield, Illinois: Charles C. Thomas, 1974.

13. Robinson, H. Alan. **Teaching Reading and Study Strategies: The Content Areas.** Boston: Allyn and Bacon Inc., 1975.

14. Robinson, H. Alan. **Teaching Reading and Study Strategies: The Content areas.** Second Edition. Boston: Allyn and Bacon, Inc., 1978.

15. Shepherd, David L. **Comprehensive High School Reading Methods.** Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

16. Shepherd, David L. **Comprehensive High School Reading Methods.** Second Edition. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

17. Singer, Harry and Donlan, Dan. **Reading and Learning from Text.** Boston: Little Brown and Company, 1980.

18. Smith, Carl B., Smith, Sharon L. and Mikulecky, Larry. **Teaching Reading in Secondary School Content Subjects: A Bookthinking Process.** New York: Holt, Rinehart and Winston, 1978.

19. Thomas, Ellen L. and H. Alan. **Improving Reading in Every Class.** Boston: Allyn and Bacon Inc., 1972.

20. Thomas, Ellen L. and Robinson, H. Alan. **Improving Reading in Every Class.** Second Edition. Boston: Allyn and Bacon Inc., 1977.

Four second editions were compared with the originals. Burneister's second edition **Reading Strategies for Middle and Secondary School Teachers**, 1978, differs from the original in the expansion of Chapter 4 - "Assessing and Building Student Interests in Reading Materials." Shepherd's second edition **Comprehensive High School Reading Methods**, 1978, includes an additional chapter, Chapter 12, on "Applying the Reading Skills to the Vocational Subjects." Robinson's **Teaching Reading and Study Strategies: The Content Areas**, second edition, incorporates two expanded Chapters, Chapter 5 on "Vocabulary Strategies" and Chapter 11 on "English," as well as two additional chapters, Chapter 1 - "How to Use This Book" - and Chapter 6 - "Comprehension and Readability Strategies." Thomas and Robinson's **Improving Reading in Every Class**, 1977, is the most changed with expanded chapters, Chapter 20 - "Building Vocabulary and Word Attack Skills" and Chapter 8 - "Science," and three added chapters, Chapter 6 - "Social Studies," Chapter 7 - "English," and Chapter 12 - "Foreign Languages."

By perusing these data, the reading educator should have sufficient information to select the text or texts which will best complement his syllabus and meet his course objectives.

Reference Number	Chapter		Pages
		I. READING PROCESS	
(1)	2	The Reading Process	13-38
(5)	1	Reading and Learning	5-17
(7)	1	Uses of Reading and the Nature of Reading Acts	3-16
(10)	2	Causes of Reading Difficulties	24-26
(11)	1	The Reading Process and Learning to Read	3-14
(12)	1	The Reading Process	3-16
(18)	2	The Bookthinking Process - A Cognitive Map	24-45

II. STUDENTS

A. Psychology

(7)	2	Psycological Foundations for Reading Instruction I. Theories of Learning, Concept Development, and Discovery Learning versus Expository Teaching	
	3	Psycological Foundations for Reading Instruction II. Teaching for Retention	39-56
(9)	2	Reading as Pupil Behavior	24-51
(10)	3	The Psychology of Reading and Learning	48-76
(18)	3	Mature Reading Behavior	52-69

B. Measurement, Evaluation, Diagnosis

(1)	4	Assessing Reading Ability With Commercial Tests	53-74
	5	Assessing Reading Ability with Informal Strategies	75-96
(2)	1	Using Diagnostic Information More Effectively	3-29
(3)	1	Understanding How Well Students Read	7-24
(3)	3	Finding the Appropriate Level of Materials for Each Student	36-53
(4)	1	Understanding How Well Students Read	3-28
	3	Finding the Appropriate Level of Materials for Each Student	42-63
(5)	4	Standardized Tests and Reading Diagnosis	49-57
(6)	10	Identifying and Helping Problem Readers	330-371
(7)	4	Measurement and Evaluation of Mental Aptitude, Capacity for Reading, and Reading Achievement	57-91
(8)	10	Assessment	234-254
(9)	7	Assessing Reading for Classroom Use	165-216

(10)	4	Measurement and Evaluation of Reading Achievement	77-117
(11)	8	Standardized Tests	153-160
	9	Informal Assessment	161-180
	10	Feedback and Self-Assessment	181-198
(12)	9	Evaluating Reading Achievement in the Secondary School	229-279
(13)	2	Evaluation Procedures in the Classroom	15-39
(14)	3	Evaluation Procedures in the Classroom	31-66
(15)	2	Effective Teaching Through Diagnosis	13-36
(16)	2	Effective Teaching Through Diagnosis	15-40
(17)	3	Individual Differences Among Students	35-48
(18)	5	Analyzing Bookthinking Behavior	108-141

III. MATERIALS

A. General

(1)	1	Textual Material and Learning	39-52
	3	Barriers to Learning from Text	1-12
(7)	App C	Annotated Bibliography of Materials for Reading Instructions	553-568
(9)	6	Guiding the Reading of Text	133-164
(10)	App C	Materials for Teaching Reading in High School	363-
(18)	12	Selecting Books and Coping with Them	343-374

B. Readability

(1)	6	Evaluating Textual Materials	97-118
(3)	2	Judging the Difficulty of Reading Materials	25-35

(4)	2	Judging the Difficulty of Reading Materials	29-41
(5)	2	Materials in a Content Classroom	18-35
(6)	1	Determining Readability Levels of Content Area Materials	8-43
	2	Preparing Materials at Specified Readability Levels	44-65
(7)	4	Measurement and Evaluation of Mental Aptitude, Capacity for Reading, and Reading Achievement	57-91
(9)	7	Assessing Reading for Classroom Use	165-216
(11)	7	Readability	135-152
(12)	10	Assessing Textbook Readability in the Secondary School.	280-290
(14)	6	Comprehension and Readability Strategies	117-136
(17)	8	Determining Reading and Readability Levels	173-209
(18)	1	Matching Students and Books	3-23
		IV. READING PROGRAMS	
(1)	10	Differentiating Instruction	215-236
(2)	App E	Examples of Learning Centers	210
(3)	5	Teaching Strategies for Classroom Use	75-100
	12	Developing a School-Wide Reading Program	278
(4)	5	Teaching Strategies for Classroom Use	93-125
	12	Developing a School-Wide Reading Program	339-356
(5)	3	The Student, the Teacher, the Content Class	36-42
	9	Organizing Diagnostic Instruction	123-137

(9)	4	The Comprehensive Secondary Reading Program	87-108
	14	Implementing the Comprehensive Program	375-398
(10)	13	Individualization in Teaching Reading	312-330
	14	Organization and Administration of Reading Programs	331
(11)	2	Reading Programs and the Secondary Curriculum	15-30
(12)	2	Rationale for Secondary Reading Instruction	17-29
(13)	1	Reading and Study Strategies	1-14
(14)	2	Reading - Study Strategies and Today's Youth	14-28
(15)	7	Individualizing Instruction	147-168
	13	The Complete High School Reading Program	291-302
(16)	7	Individualizing Instruction	159-184
	14	The Complete High School Reading Program	360-370
(17)	15	The Present: Centers for Reading	381-434
	16	The Future: A Schoolwide Program	435-492
(18)	13	Organizing the Classroom	392-416
		V. READING PERSONNEL AND RESOURCES	
(3)	11	Using Library Resources	257-277
(4)	11	Using Library Resources	317-338
(11)	19	Working Effectively with Others	313-328
(13)	12	Special Reading Services	247
(14)	14	Special Reading Services	335-358
(18)	14	Progress and Evaluation	417-437

(19)	12	Library Services	285-290
(20)	15	Library Services	389-394
		VI. READING SKILLS	
		A. General	
(1)	9	Providing Organizational Assistance for Learning	167-214
(2)	3	Requisite Skills for Reading Textbooks	50-84
(9)	8	Fundamentals of Reading Instruction	217-241
(11)	6	Basic Instructional Strategies	117-134
(13)	3	Readiness Techniques	40-56
(14)	4	Readiness Techniques	67-86
(15)	6	Basic Procedures	127-146
(16)	6	Basic Procedures	137-158
(17)	10	An Instructional Blueprint	239-258
		B. Comprehension	
(2)	5	What is Reading Comprehension	106-133
	6	Internal Clues: Directional Words and Paragraph Patterns	134-144
(3)	7	Developing Literal Comprehension of Reading Materials	145-181
	8	Interpreting and Applying Ideas in Reading	182-199
	9	Analyzing, Synthesizing, and Evaluating Through Reading	200-233
(4)	7	Developing Literal Comprehension of Reading Materials	191-234
	8	Interpreting and Applying Ideas in Reading	235-254
	9	Analyzing, Synthesizing, and Evaluating Ideas Through Reading	255-294

(5)	6	Analyzing Reading Comprehension	66-94
(6)	6	Helping Students Comprehend	169-220
(7)	6	Comprehending Explicitly and Implicitly Stated Meanings and Reading Critically	127-160
(8)	3	Levels of Comprehension	37-71
	4	Organizational Patterns	72-102
	5	Reasoning In, Around and Beyond Reading	103-128
	7	Prediction as Motivation and an Aid to Comprehension	173-189
(11)	4	Comprehension	55-86
(12)	5	Improving Comprehension Ability in Secondary School Content Class	98-147
	6	Meanings and Reading	148-158
(13)	5	Paragraph Functions	77-98
(14)	6	Comprehension and Readability Strategies	117-136
	7	Paragraph Functions	137-158
(15)	4	Comprehension of Reading Material	79-100
(16)	4	Comprehension of Reading Material	85-110
(18)	8	Comprehension Strategies	229-250
(19)	3	Improving Comprehension	45-134
(20)	3	Improving Comprehension	69-152
		C. Vocabulary	
(1)	8	Conceptual Learning	139-166
(3)	6	Teaching Concepts Through Vocabulary Building	101-144
(4)	6	Teaching Concepts Through Vocabulary Building	126-190

(5)	7	Vocabulary Diagnosis	95-103
	13	Developing Meaningful Vocabularies	185-198
(6)	5	Teaching Word Meanings	135-168
	8	Helping Students Pronounce Multisyllable Words	252-292
(8)	6	Vocabulary Development	129-172
(9)	9	Developing Word Power	242-261
	10	Bolstering Competency in Word Attack	262-294
(10)	5	Word Recognition	118
(11)	3	Vocabulary	31-54
(12)	3	Teaching Word Recognition in Secondary School Content Class	30-70
	4	Improving Vocabulary Knowledge in Secondary School Content Class	71-97
(13)	4	Vocabulary Strategies	57-76
(14)	5	Vocabulary Strategies	87-116
(15)	3	Vocabulary Meaning and Word Analysis	37-78
(16)	3	Vocabulary Meaning and Word Analysis	41-84
(18)	7	Vocabulary Development and Wordthinking	185-212
(19)	2	Building Vocabulary Skills	9-44
(20)	2	Building Vocabulary and Word Attack Skills	11-68
		D. Study Skills	
(2)	4	Organizational Reading Skills	85-105
	7	Study Skills and Learning Centers	151-175
(3)	5	Teaching Strategies for Classroom Use	75-100

(4)	5	Teaching Strategies for Classroom Use	93-125
(5)	8	Assessing Study Skills	104-116
	10	Prereading Anticipation	138-152
	11	Information Search	153-176
	12	Reflective Reaction	177-184
(6)	7	Helping Students Use Study Strategies	221-251
(7)	7	Reading and Organizing in Research-Study Situtations	161-186
(9)	11	Sustaining Interpretive Competence	295-318
	12	Extending Maturity in Interpretation and Reaction	319-350
(10)	7	The Study Skills	185
	App B	High School Reading and Study Skills Tests	361-362
(11)	5	Study Skills and Flexibility	87-116
(12)	7	Improving Ability in Study Skills in Secondary School Content Courses	159-197
(15)	5	Reading Study Skills for the Student	101-126
(16)	5	Reading Study Skills for the Student	111-136
(17)	4	Single Text Strategies	49-84
	9	Multiple Text Strategies	209-238
(18)	9	Study Skills: The Key to Learning	251-281
(19)	5	Reading Skills for Problem Solving and Topic Development	167-204
(20)	5	Reading Skills for Problem Solving and Topic Development	179-214

E. Rate

(3)	10	Improving Speed of Comprehension in Reading	234-256
(4)	10	Improving Speed of Comprehension in Reading	295-316
(10)	9	Speed in Reading	236-250
(11)	5	Study Skills and Reading Flexibility	87-116
(12)	6	Improving Rate of Reading in Secondary School Content Classes	137-148
(18)	9	Study Skills: The Key to Independent Learning	251-281
(19)	4	Developing Flexibility in Reading Rate	135-166
(20)	4	Developing Flexibility in Reading Rate	153-178

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(2)	8	Synthesizing Content/ Reading Strategies	176
(3)	5	Teaching Strategies for Classroom Use	75-100
	7	Developing Literal Comprehension of Reading Material	145-181
	8	Interpreting and Applying Ideas in Reading	182-199
	9	Analyzing, Synthesizing, and Evaluation Ideas Through Reading	200-233
(4)	5	Teaching Strategies for Classroom Use	93-125
	7	Developing Literal Comprehension of Reading Material	191-234
	8	Interpreting and Applying Ideas in Reading	235-254
	9	Analyzing, Synthesizing and Evaluation Ideas Through Reading	255-294

(5)	15	Design for Activities	207-224
(6)	3	Determining Suitability of Content Area Materials	66-99
	4	Diagnosing Reading Skill Needs in Content Areas	100
(7)	20	Some More Basic Procedures for Teaching Reading Lessons in the Content Ares	485-502
(8)	1	Rationale and Definitions	1-13
	8	Simulating, Guiding, and Grouping	190-212
	9	Instructional Framework	213-233
(9)	5	Utilizing Reading for Content Learning	109-132
(10)	12	Developmental Reading in the Content Field	292-311
(11)	18	Organizing Units for Instruction	297-312
(18)	10	Characteristics of Subject-Matter Bookthinking	282-319
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	15	Teaching the Reading of English II. Strategies for Improving the Reading of Fiction, Drama and Essays	363-387
(11)	11	Reading in English	199-214
(12)	11	Individualizing Reading Instruction in English	291-321
(13)	9	English	189-210
(14)	11	English	261-294

(15)	8	Applying Reading Skills to the English Class	169-187
(16)	8	Applying Reading Skills to the English Class	185-202
(17)	11	English	259-280
(20)	7	English	257-292
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(7)	8	Teaching the Reading of Social Studies. I. Foundations	189-206
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(11)	12	Reading in the Social Studies	215-226
(12)	12	Individualizing Reading Instruction in Social Studies	322-353
(13)	7	Social Studies	127-158
(14)	9	Social Studies	193-228
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(16)	9	Applying the Reading Skills to the Social Studies	203-230
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(20)	6	Social Studies	215-256
		D. Mathematics	
(7)	10	Reading Mathematics. I. Development, Psychological, and Pedagogical Foundations	239-256
	11	Reading Mathematics. II. Strategies for Improving the Reading of Mathematics	257-278
(11)	13	Reading in Mathematics	227-244
(12)	14	Individualizing Reading Instruction in Mathematics	380-400

(13)	8	Mathematics	159-188
(14)	10	Mathematics	229-260
(15)	11	Applying the Reading Skills to Mathematics	251-274
(16)	11	Applying the Reading Skills to Mathematics	273-304
(17)	14	Mathematics	349-380
(19)	6	Mathematics	205-226
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	13	Reading in Science and Technology. II. Strategies for Improving Reading Skills	293-326
(11)	14	Reading in Science	245-256
(12)	13	Individualizing Reading Instruction in Science	354-379
(13)	6	Science	99-126
(14)	8	Science	161-192
(15)	10	Applying the Reading Skills to Science	213-250
(16)	10	Applying the Reading Skills to Science	231-272
(17)	13	Science	315-348
(19)	7	Science	227-237
(20)	8	Science	293-310
		F. Industrial Education and Home Economics	
(7)	17	Reading in Vocational-Technical Education: Construction Trades, Automotive Science, Electronics, Home Economics.	401-428

(11)	17	Reading in Vocational Education	287-296
(12)	16	Individualizing Reading Instruction in Industrial Technology, Home Economics and Agriculture	429-456
(13)	10	Home Economics	220-221
		Industrial Arts	222-224
(14)	12	Home Economics	309-310
		Industrial Arts	311-313
(16)	12	Applying the Reading Skills to the Vocational Subjects	305-341
(19)	8	Industrial Arts and Vocational Education	237-250
	10	Home Economics	263-274
(20)	10	Industrial Arts and Vocational Education	331-342
	13	Home Economics	371-380

G. Others

(7)	16	Reading in Business Education	387-400
	18	Teaching the Reading of Foreign Languages	429-450
	19	Teaching Reading in Art, Music, Health, and Physical Education	451-482
(11)	15	Reading in Foreign Languages	257-274
	16	Reading in Music, Art, Health, and Physical Education	275-286
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	17	Individualizing Reading Instruction in Physical Education and Driver Education.	457-477
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(14)	12	Additional Important Subjects	295-320
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	13	Fine Arts	291-300
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(4)	4	Assessing and Building Student Interests in Reading Materials	64-95
(5)	5	Measuring Attitudes	58-65
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(10)	10	A Look at the Adolescent	251-269
	11	The Interest to Read	270-291
(11)	20	Developing Positive Attitudes toward Reading	329-346
(12)	8	Motivating Reading in Secondary School Content Classes	198-228
(13)	11	Utilization Tasks	233-246
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(4)		Introduction: Reading and the Secondary School Teacher	XI-XIV
(8)	2	Significant Problems/ Promising Solutions	14-36
(9)	1	Reading in the Secondary Setting	3-23
(10)	1	Some Aspects of the Reading Problem in High School	1-25
(12)	2	Rationale for Secondary School Reading Instruction	17-29
(14)	1	How to Use This Book	3-13
(15)	1	The Rationale	1-12
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X. REMEDIATION			
(6)	10	Identifying and Helping Problem Readers	330-
(7)	21	Teaching Reading Acquisition Skills to the Non-reader and the Reader Who Has Attained Minimal Reading Skills	503-522
(9)	13	Aiding the Different Reader	351-374
(11)	21	Working with Special Students	347-364
(18)	6	Helping Poor Readers	142-164

Footnotes

1. Recognition is given for the contributions of the following:

   Summers, E.G. et al. "Guide to Professional Textbooks and Research in Secondary Reading" English Quarterly, 7, 1974, 124-146.

   Allen, S.M. and Matheson, J. An Information Index to Recent Textbooks Related to Secondary Reading. University of British Columbia, 1975. Unpublished.

   Halpern, H. and Mackworth, M. Annotated Information Index of Recent Secondary Reading Textbooks. University of British Columbia, 1978. Unpublished.

2. For such data see Summers, E.G. et al. "Who Referenced What? A Bibliometric Analysis of Five Professional Textbooks on Secondary Reading," Reading Psychology, 1-1, Fall 1979, 5-19.